

**REDLINE VERSION**

006.22 Secondary English

006.22A Grade Levels: 6 ~~7~~-12

006.22B Endorsement Type: Subject

006.22C Persons with this endorsement may teach reading, writing, language, and literature in grades 6 ~~7~~ through 12.

006.22D Certification Endorsement Requirements: This endorsement shall require a minimum of 36 ~~30~~ semester hours of content and pedagogical content coursework in reading/literacy skills and strategies, writing, language, and literature. coursework.

006.22E Endorsement Program Requirements: Nebraska teacher Education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

**THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR  
INCLUSION AS PART OF THE INSTITUTION'S PLAN  
UNDER THIS ENDORSEMENT.**

Through the courses identified in its plan, the institution must provide Secondary English teacher candidates with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on the National Council of Teachers of English (NCTE)/NCATE Standards for Initial Preparation of Teachers of Secondary English Language Arts (2012).

A. Demonstrate an understanding of and be able to teach the concepts, skills, and processes of reading and writing as defined in the Nebraska Student Standards as per 92 NAC 10.

**Standard 1.** Candidates must demonstrate knowledge of English subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.

Element 1. Candidates are knowledgeable about texts – print and non-print texts, media texts, classic texts, and contemporary texts, including young

**REDLINE VERSION**

adult – that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.

Element 2. Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.

**Standard 2.** Candidates demonstrate knowledge of English subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.

Element 1. Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.

Element 2. Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on English content; and they understand the impact of language on society.

Element 3. Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.

**Standard 3.** Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

Element 1. Candidates use their knowledge of theory, research and practice in English to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from

**REDLINE VERSION**

diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

Element 2. Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

Element 3. Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

Element 4. Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.

Element 5. Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students’ comprehension and interpretation of print and non-print texts.

Element 6. Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

**Standard 4. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.**

Element 1. Candidates use their knowledge of theory, research, and practice in English to plan standards-based, coherent, and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

Element 2. Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and

**REDLINE VERSION**

are consistent with current theory and research. Candidates are able to respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.

Element 3. Candidates plan instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.

Element 4. Candidates plan instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

**Standard 5. Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.**

Element 1. Candidates plan and implement instruction based on English language arts curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds.

Element 2. Candidates use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help all students participate actively in their own learning in English.

Element 3. Candidates differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English; candidates communicate with students about their performance in ways that actively involve them in their own learning.

Element 4. Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English.

**REDLINE VERSION**

**Standard 6.** Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English.

Element 1. Candidates plan and implement English and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

Element 2. Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in English.

**Standard 7.** Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

Element 1. Candidates model literate and ethical practices in English teaching, and engage in/reflect on a variety of experiences related to English Language Arts.

Element 2. Candidates engage in and reflect on a variety of experiences related to English Language Arts that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

~~Through the courses identified in its plan, the institution should prepare prospective teachers to:~~

~~A. Demonstrate an understanding of and be able to teach the concepts, skills, and processes  
—of reading and writing as defined in the Nebraska Student Standards for eighth and twelfth  
—grades.~~

~~B. Demonstrate knowledge and understanding of the English language, including being able~~

**REDLINE VERSION**

—to:

- 1. demonstrate an understanding of language acquisition and development;
- 2. demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated;
- 3. recognize the impact of cultural, economic, political, and social environments upon language;
- 4. demonstrate an understanding of diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles;
- 5. demonstrate an understanding of how and why the English language evolves;
- 6. demonstrate an understanding of English grammars;
- 7. demonstrate an understanding of syntax and phonology; and
- 8. demonstrate an understanding of the various purposes for which language is used.

C. Prospective teachers should demonstrate knowledge and understanding of reading processes, including being able to:

- 1. demonstrate how to respond to and interpret literature in different ways;
- 2. demonstrate how to discover and create meaning from texts, including non-print media;
- 3. use a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts;
- and
- 4. demonstrate an understanding of the uses of reading for different purposes, including reading in the workplace.

D. Prospective teachers should demonstrate knowledge and understanding of different composing processes, including being able to:

- 1. use a wide range of writing strategies to generate meaning and to clarify understanding;
- 2. produce different forms of written discourse for various audiences demonstrating conventional usages for those forms and audiences;
- 3. demonstrate how written discourse can influence thought and action; and
- 4. revise, edit, and proofread written text.

E. Prospective teachers should demonstrate knowledge and understanding of an extensive

- range of literature, including being able to:
- 1. demonstrate knowledge of a broad historical and contemporary spectrum of United States, British, and world literatures, including:
  - a. literature from a range of cultures;
  - b. literature from a range of genres;
  - c. literature by authors of both genders;

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Draft #2—January 28, 2013

Draft #3 – March 12, 2013 (includes Undergraduate  
Committee recommendations)

**Secondary English**  
**Endorsement Guidelines**  
**To Accompany Rule 24**  
**(Adopted by the State Board**  
**of Education on \_\_\_\_/\_\_\_\_/\_\_\_\_)**

**REDLINE VERSION**

~~d. literature by authors of color;~~

~~e. literature written specifically for older children and young adults; and~~

~~f. works of literary theory, history, and criticism.~~

~~F. Prospective teachers should demonstrate knowledge and understanding of the range and~~

~~—influence of print and nonprint media and technology in contemporary culture, including~~

~~—being able to:~~

~~—1. recognize the influence of media on culture and on people's actions and communication;~~

~~—and~~

~~—2. display an understanding of the role of technology in communication.~~

~~G. Prospective teachers should demonstrate methods of research in English, such as, use of~~

~~—the library and electronic resources, and field research.~~